*Thomas Jones*

**Planning**

1. **Formulate hypothesis statement:** Using the table below, determine whythe student engages in problem behavior(s), whether the behavior(s) serves single or multiple functions, and what to do about the behavior(s).

|  |  |  |
| --- | --- | --- |
|  | Internal | External |
| Obtain Something | -He is intelligent and can understand grade level tasks that are presented orally    -Tom does better in structured environments where there is adult supervision  -When he is permitted to respond orally rather than writing an answer, he performs on grade level. | -Mr. Elliott, his 5th grade teacher said that at the beginning of the school year he had his class study Tourette’s Syndrome and had guest speaker come in to discuss the effects of Tourette’s. Tom even led some of the discussion. He felt that once the other students understood what was happening they were more comfortable with the tics and soon they began to ignore them.  *-Tourette’s Syndrome was thoroughly discussed at the beginning of the school year and reviewed when new students are placed in her class* |
| Avoid Something | -Academic frustration  -Curses obscenities at the adults and other students present in the classroom.  -If he is asked to read aloud or silently or is asked to fill out worksheets without assistance he becomes frustrated or distracted and does not complete his work | -Social ridicule by peers  -When he becomes frustrated he often throws objects (books, book packs, pencils)  -Turns over furniture (chairs or tables |

1. **Current level of performance:** Describe problem behavior(s) in a way the team will recognize onset and conclusion of behavior.

Thomas has Tourette’s Syndrome, a learning disability that manifests itself in reading and language arts, and an emotional disturbance. Symptoms of Tourette’s lead him to display distracting tics and vocalize curses during the usual course of the day. This sometimes causes his classmates to make uncomplimentary comments. His emotional and learning disabilities often lead to frustrating academic and social situations. When he becomes frustrated he often throws objects (books, book packs, pencils) turns over furniture (chairs or tables), and curses obscenities at the adults and other students present in the classroom.

1. Describe replacement behavior(s) that are likely to serve the same function as the behavior(s) identified in Step 9.

*For Teachers Reference*

*-Tom performs extraordinary in well structured environment.*

*- Tourette’s Syndrome was thoroughly discussed at the beginning of the school year and reviewed when new students are placed in her class. Have students be aware.*

Replacement Behaviors

-Tom will be permitted to respond orally rather than writing.

-Present any assignments / homework / assessments orally.

1. **Measurement procedures for problem behavior(s) and replacement behavior(s):**
   1. Describe how (e.g., permanent products, event recording, scatterplot), when, and where student behavior(s) will be measured.

- Behavior will be measured with a scatterplot. Tom will have a self tally sheet to self monitor himself. If Tom feels like he has a Tic coming he will put a tally accordingly. An observing teacher / TSS worker, will also have a tally sheet to mark down any Tics, throwing of objects (books, book packs, pencils) or turning over furniture (chairs or tables). The tally sheet will be broken up throughout the day. Every half hour there will be an opening for tallies to be made. After a week the data will be put in a scatterplot according to time and behavior.

- If Tom performs one of the replacement behaviors, he will receive a token. At the end of the week Tom will add up all of his tokens, Tom will have to opportunity to go to the class store to purchase an item, using the tokens.

* 1. Summarize data by specifying which problem behavior(s) and replacement behavior(s) will be targets for intervention.

-Problem Behaviors: Any Tics, throwing of objects (books, book packs, pencils) or turning over furniture (chairs or tables)

-Replacement Behaviors: Presenting any assignments/ homework/ tests/ quizzes/ classwork orally, Tom will have a self monitoring tally sheet to mark down any Tics that may be coming.

1. **Behavioral intervention plan:**
   1. Specify goals and objectives (conditions, criteria for acceptable performance) for teaching the replacement behavior(s).

-Well structured environment

-Have class be aware of what Tourettes Syndrome is

-Have time for Tom to present work orally / one on one with adult

-Tom will have his own personal self monitoring sheet to mark down any Tics

* 1. Specify instructional strategies that will be used to teach the replacement behavior(s).

-Teach a lesson about Tourettes Syndrome / bullying (bring in guest speakers)

-Having a buddy system to use for behavior or for cooperative learning

-Teach Tom how to use the tally sheet (explain the importance of this sheet = self monitoring)

-Teach Tom about the token system

* 1. Specify strategies that will be used to decrease problem behavior(s) and increase replacement behavior(s).

 -Self Monitoring Tally Sheet

-Token System

* 1. Identify any changes in the physical environment needed to prevent problem behavior(s) and to promote desired (replacement) behavior(s), if necessary.

 -Tourette’s Syndrome was thoroughly discussed at the beginning of the school year and reviewed when new students are placed in her class. Teachers must make class aware about bullying / Tourettes Syndrome.

-Place Tom with a buddy to be able to discuss work and if he needs help he can go to that buddy.

* 1. Specify extent to which intervention plan will be implemented in various settings; specify settings and persons responsible for implementation of plan.

-This intervention plan should be implemented throughout Tom’s whole day. Parents can use this intervention plan at home if necessary.

1. **Evaluation plan and schedule:** Describe the plan and timetableto evaluate effectiveness of the intervention plan.
   1. Describe how, when, where, and how often the problem behavior(s) will be measured.

-Any classroom / room that Tom participates in

-Tally sheets / scatterplots (broken up into 30 minute slots)

- The whole school day / 5 days a week

-Self monitoring Tally Sheet

* 1. Specify persons and settings involved.

 -Teachers / TSS workers / Parents / Administrators

-Resource Room

-Any classroom that Tom participates in

* 1. Specify a plan for crisis/emergency intervention, if necessary

 -Emergency/Crisis: Tom will be *removed from the situation.*

* 1. Determine schedule to review/modify the intervention plan, as needed. Include dates and criteria for changing/fading the plan.

 -Initial Plan will be implemented for 2 weeks. As a team, we will meet in 2 weeks to review how Tom did with the new plan, and if there should be any modifying or changes.

1. Describe plan and timetable to monitor the degree to which the plan is being implemented.

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- If Tom performs one of the replacement behaviors, he will receive a token. At the end of the week Tom will add up all of his tokens, Tom will have to opportunity to go to the class store to purchase an item, using the tokens.